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ABSTRACT

This booklet is designed as a discussion document for teachers concerned with improving the student teaching experience. It is divided into two sections, discussing the role cooperating teachers and student teachers play in the student teaching field experience, and begins with an introduction describing the current status of student teaching-related research. The portions of the booklet devoted to cooperating teacher and student teacher roles offer practical guidelines for improving (among others) student teacher guidance and orientation, conflict avoidance, leadership style, productivity levels, and evaluation. A bibliography of eighty selected research references on student teachers and student teaching is appended. (MJB)

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What Research Says to the Teacher

The Classroom Teacher and the Student Teacher

by Wm. Ray Heitzmann

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

The student teaching experience is the culmination of education and training for the prospective teacher. This is the time during which the student teacher must successfully put it all together; failure to do so will not only have financial and social ramifications, but will also most probably terminate teaching as a profession for that individual.

"Student teaching is almost universally accepted as the most dynamic phase of teacher education." (56)* It is and has long been considered the most worthwhile component of the program for the preparation of teachers. (9, 22, 79) Obviously, the anxiety of the student teacher is great at the beginning of the experience. Consider the following reflections:

> Anxious anticipation and fear, that's what I felt driving to Brady Elementary School for the first day of student teaching. Somehow, I mustered the courage to actually enter the building and introduce myself to the principal. And there all of those kids were, grinning like they knew that I didn't really belong there. (64)

Clearly, the importance of this internship for the student and the cooperating teacher cannot be underestimated. Just as significant is the relationship of the success of this experience to the general quality of teaching and the level of the profession. After twenty-six years one educator reflects upon the early days of his career:

> As a student teacher myself during my undergraduate preparation, I can truly say that because my cooperating teacher believed that student teaching was a valuable part of teacher training that my experience with him proved to be most rewarding and in my personal opinion the nudge in the right direction towards years of success. (48)

Fortunately, schools of education, although it may not be their primary purpose, have in recent years inadvertantly contributed toward lessening students' anxiety. The increasing use of microteaching helps the student to gain confidence and ease in directing the learning process. The expansion of pre-student teaching field experiences aids the student to

*Numbers in parentheses appearing in the text refer to the Selected References beginning on page 26.

know what to expect and to gain some experience in school situations. Cooperating teachers have received more advice and direction in their role in recent years; despite this, many feel lost in this situation. Clearly, "most cooperating teachers need and want a great deal more help in their important role." (57)

Hopefully this report will contribute toward improving the student teaching experience by offering practical suggestions based upon research findings for cooperating teachers, student teachers, college supervisors, practical interns in graduate programs, and all others involved in field experiences.

Publications and Research Studies

Some curious practices regarding student teaching exist within the profession of education. Although all students in teacher education programs must do student teaching prior to graduation and certification there are very few publications to aid the student teacher and the cooperating teacher. In contrast, although teacher preparation course requirements vary widely, there is no lack of books and materials applicable to just about any course an institution may wish to offer the pre-service teacher.

In addition, most of the research related to student teaching has not been conducted by professors but by doctoral candidates. While this situation is unusual in academia the explanation is not difficult. At many institutions the status of the supervisor of student teachers has been quite different from other faculty. Supervisors spend most of the week in the field with student teachers and have often lacked adequate campus office space; their schedules are often overloaded with student teachers to observe; and frequently they have not been research-oriented. It is important to remember that student teaching has generally ranked low on the priority list for research monies.

Doctoral candidates have often designed research studies using student teachers. The benefits of such a procedure are that student teachers are an available population, and the results of a pre-student teaching training experience can be measured in just a few weeks during the student teaching period. Also some doctoral candidates supervise student teachers as part of their graduate assistantships. With the opportunity to complete his/her study (thesis) and graduate in a reasonable amount of

time, it is only natural that many graduate students should choose to work with student teachers.

In the last few years a noticeable growth in research studies is in evidence; these coupled with non-empirical but valuable articles and reports serve as a guide for educators and future educators.

THE COOPERATING TEACHER

The cooperating or master teacher continues to play the key role in the development of the student teacher. (16, 48) Called upon for advice on everything from classroom management and controlling misbehavior to courses of instructional films, he/she influences the novice teacher to a considerable degree. Researchers have found this influence even affects the student teacher's verbal interaction with students in the classroom. (51, 80) Master teachers serve as role models and can make or break the student's teaching experience and his/her career. Equally important is the interpersonal relationship between these two educators.

The basic relationship calls for the cooperating teacher to serve as a leader—suggesting, guiding, demonstrating, conferring, counseling and evaluating. This type of relationship is illustrated through the suggestions listed below.

Practical Guidelines

The following guidelines show how organizations and institutions have tried to provide suggestions.

Student Teacher Guidelines for Iowa

The Role of the Cooperating Teacher

1. Prepares the students for the arrival of the student teacher by an explanation of the purposes of student teaching.
2. Introduces the student teacher to the faculty and staff in conjunction with the building principal.
3. Interprets the relationship of school policies to his/her particular classroom.
4. Provides background information on the students with whom the student teacher will be working.

5. Through careful planning and respect assists the student teacher to feel accepted and recognized by the class as a competent professional.
6. Stresses the importance of careful planning and assists the student teacher in planning, daily and long range.
7. Acquaints the student teacher with existing materials and encourages development of new and innovative ones.
8. While exhibiting own expertise, provides for the gradual encouragement and development of the skills and techniques of the student teacher.
9. Through evaluation of plans before teaching and evaluation of lessons afterwards, the cooperating teacher will lead the student teacher to an awareness of the flexibility required by various teaching situations.
10. Provides opportunities each day for evaluation and necessary suggestions, either written or oral.
11. Encourages self evaluation of the student's personal and professional progress.
12. Confers with the student and the college supervisor periodically regarding the progress of the student teacher.
13. Provides evaluation for use in credentials and placement files.
14. Provides opportunities, through the principal, for the student teacher to observe other teaching situations.
15. If conflicts or problems arise in regard to personality or general attitudes, discusses such confidentially with the student, the principal, and the college supervisor.

Prepared by Student Iowa State Education Association

Most colleges offer suggestions to the helping teacher. The following is a checklist from the University of Delaware that is unique in arriving at these guidelines through the input of college supervisors, cooperating teachers, student teachers, and school administrators.

PERFORMANCE CHECKLIST FOR COOPERATING TEACHERS

1. Make suggestions concerning instructional materials and techniques.
2. Encourage flexibility in instructional techniques.
3. Make suggestions concerning grouping and individualizing techniques.

4. Make suggestions concerning classroom control and management.
5. Demonstrate lessons when appropriate.
6. Serve as a sounding board for student teacher suggestions and recommendations.
7. Provide necessary moral support.
8. Anticipating student teacher anxiety concerning observation and critique, foster the attitude that observation will result in constructive suggestions for instructional improvement.
9. Substantiate all critiques.
10. Discuss grading philosophy and procedures with the student teacher early in the marking period.
11. Discuss professional performance in private conferences.
12. Sensitize student teacher to professional responsibilities.
13. Be available for consultation concerning unique situations.
14. Suggest methods of discipline which may reflect the temperament of the student teacher.
15. Allow the student teacher to develop teacher traits adaptable to his/her individual personality.

The cooperating teacher may evaluate your lessons. Below are some questions which he, she, or you may use to analyze the effectiveness of your teaching.

BASIS FOR LESSON ANALYSIS WITH STUDENT TEACHER

1. What pleased you most about the lesson? What least? Why?
2. Did the lesson succeed? Fall flat? What worked well? What worked poorly?
3. Was the class interested? Why did a particular pupil participate? Are you favoring one sex over the other?
4. Was the purpose of the lesson sound? Clear?
5. How can we improve the pupils' learning?
6. Did the illustrations given relate to the pupils' experiences?
7. Who did most of the talking?
8. Were your provisions adequate for those children who finished their work early?
9. Do you think you provided adequate motivation?
10. Were your directions to the group clear?

Source: *University of Delaware Student Teaching Handbook*

Period of Adjustment

The stressful situation at the beginning of the student teaching experience must be dealt with quickly and effectively. Formal and informal programs of orientation provide opportunities for the student to obtain an understanding of the requirements of the school and to become acquainted with the teacher he/she will be working with for several weeks. (72) The principal will wish to acquaint the student with school philosophy, procedures and personnel. (21) The following are the initial anxieties that student teachers most frequently experience:

1. What will the critic teacher expect of me?
2. Does the critic teacher want a teacher to work with?
3. What standards does the critic teacher maintain?
4. Will the critic teacher allow me to use my own initiative?
5. What are the critic teacher's special interests, personality characteristics, and likes and dislikes?
6. Will the critic teacher criticize me harshly if I make a mistake?
7. What should I do if my material has been covered and there is extra time?
8. What should I do if I make a mistake in a statement or suggestion?
9. Can I deviate from the plan of work as outlined?
10. How should I dress?
11. Will I have the authority to give grades and will they be accepted?
12. Will I be required to turn in my lesson plans, and who will evaluate them? (14)

The above questions form a good foundation for the first conference; additional items peculiar to the school, subject, students may be added at the discretion of the cooperating teacher. One investigator found that success can be obtained using the following orienting behaviors:

1. The effective cooperating teacher provides the student teacher with information basic to the adjustment to the class and school.
2. The effective cooperating teacher helps the student teacher locate resource materials, persons, and supplementary materials.

The importance of the relationship between the leader and follower cannot be underestimated if apparent initial stress (67) is to be avoided and a compatible partnership established.

Conflict Avoidance and Elimination

The importance of student teaching and the very close relationship between success and the partnership makes it particularly necessary that "every effort must be made to improve communication and make possible more profitable growth of student teachers." (24) Two early strategies that can promote this relationship are establishing feelings of inclusion and membership and establishing shared influence and collaborative decision-making. That is, the intern can be made to feel part of faculty and school by participating in teachers meetings and programs such as open house activities when parents visit school to talk with teachers. Following the initial orientation period the student, while still observing the cooperating teacher and other faculty, will be preparing lessons and units for himself/herself to use in instruction. While cautious to ascertain that the student proceeds correctly, the master teacher must exercise vigilance not to overdirect the activity. In areas of discussion (field trip, film selection) mutual decision-making provides a real opportunity for professional growth on the part of the student as well as permitting him/her to feel a sense of belonging. This can lessen considerably the anxiety of rejection and promote a successful experience in the classroom.

Successful Behaviors for Cooperating Teachers

Happily some researchers have concluded studies that have provided lists of critical behaviors that serve as practical guidelines for cooperating teachers:

Behaviors Affecting Student Teachers

A: Orienting Behaviors
1. Provide the student teacher with information basic to adjustment to the class and school.
2. Help the student teacher locate resource materials, persons, and supplementary materials.

B: Inducting Behaviors
3. Provide opportunities for the student teacher to study children and their learning processes.

4. Structure responsibilities which gradually induct the student teacher into full time teaching.

C: Guiding Behaviors

5. Help the student teacher develop skills in planning and evaluating learning experiences.
6. Work with the student teacher in developing skills of presentation.
7. Assists the student teacher in developing skills of discipline and control throughout the student teaching experience.

D: Reflecting Behaviors

8. Observe the student teacher and provide feedback as to the effect of her (his) performance.
9. Inform the student teacher of errors in a manner which protects the student teacher from embarrassment.

E: Cooperating Behaviors

10. Interrupt the student teacher's lesson at appropriate times and in an appropriate manner. (The author disagrees with this guideline believing the class should never be interrupted except in a safety crisis; the cooperating teacher may discuss a problem following the lesson).
11. Accept the student teacher as a co-worker of equal status in guiding the learning process.
12. Provide for interaction with the student teacher through conferences.

F: Supporting Behaviors

13. Encourage the student teacher to explore and develop unique teaching behaviors.
14. Demonstrate sensitivity to the emotional needs of the student teacher in personal relationships. (14)

Obviously, the master teacher will need to continuously refer to the above as well as reflect upon his/her own behavior to successfully master the critical competencies.

Leadership Style

Some generalizations have stemmed from the research on leadership that offer advice to educational leaders:

1. Leadership is interpersonal influence; it is not the characteristic of an individual.

2. All human beings want to feel some influence with others.

3. Because of their legitimate status, cooperating teachers have the most potential power for demonstrating leadership.

4. Functional leadership involves interpersonal influence in relation to group tasks and social emotional concerns.

5. Student teachers' attempts for classroom leadership are a function of their personal motives for power, their expectations of success, and the external incentives they perceive.

6. Student teachers frequently attempt leadership in classrooms with positive social climates.

7. Influence attempts in the student teacher-cooperating teacher relationships can facilitate or hinder academic learning and success.

8. The cooperating teacher's leadership will have a significant impact on the climate of the classroom.

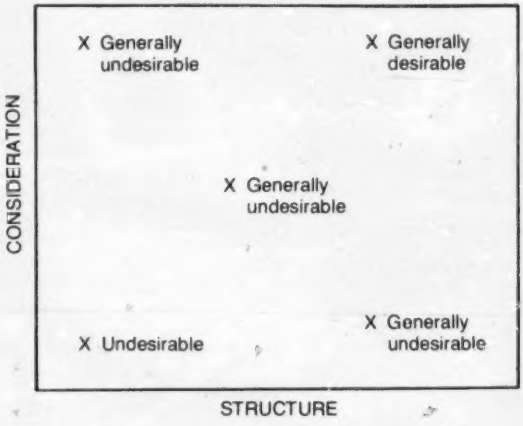
9. Cooperating teachers should take the initiative in working toward a dispersed influence structure.

10. Student teachers will feel influential and learn to be self-controlling and responsible for their own behavior when they are helped to share classroom leadership with the teacher. (61)

For many decades researchers have examined the success of leaders in terms of the designations authoritarian, laissez-faire, and democratic. In the class study by Lewin, Lippitt, and White, the democratic atmosphere effected the greatest productivity and success among subordinates. (43) This finding has received support from many corroborative studies since it was first reported in 1939. Essentially, authoritarianism and laissez-faire leadership result in less desirable behavior. (34) The key to success of the latter lies in the emphasis on participation; that is, followers perform better when involved in planning the tasks they will execute. (33) Closely allied to the democratic concept of successful leadership is the finding that good leaders perceive others as persons with feelings, motives and goals of their own, whereas poor leaders are likely to perceive others in relation to their own objectives. (65) Several studies have found a positive relationship between interpersonal sensitivity and the success of the leader. (50, 62, 12) However, some authoritarian leaders have been found to be successful in situations in which followers felt a sense of participation in the success of the outcome or where the followers ranked low in independence needs. (76)

Of special significance to the topic of this report is the research related to consideration (relationships orientation) and structure (task orientation). The former may be defined as the extent to which the cooperating teacher directs the student teacher's efforts—generally this style is characterized by initiating, organizing, and directing. (58) The latter definition involves the extent to which a cooperating teacher has a listening, trusting, and encouraging relationship with the student teacher. (76) The above represent two completely different types of behavior; however, a cooperating teacher may manifest combinations or degrees of both.

The relationships of these dimensions exist in the following chart, adapted from the work of two researchers. (37)



As the chart indicates, the most desirable level is characterized by high structure and high consideration and will result in the most profitable student teaching experience. In this setting the cooperating teacher promotes the conditions that encourage creativity, high morale, and the establishment of mature relationships. A mature understanding between partners as to what expectations both hold for the experience will result in accomplishment of these goals. Basically, the need for involvement by the student teacher is met in this situation and consequently he/she will exhibit the requisite commitment so necessary for student teaching success.

The other possibilities generally tend to be undesirable for a variety of reasons. High structure, low consideration (authoritarian), characterized by exercise of authority by the master teacher and obedience on the part of the student teacher, fails to consider the skill and knowledge of the latter. Unfortunately, little communication takes place between the "partners" except for the orders "communicated" by the leader. The student teacher's lack of confidence and fear of failure can result in this structure and can influence his/her professional career. At the other extreme, low structure, high consideration makes for the well-liked leader who respects the attitudes and the feelings of the intern but provides no leadership. This be nice approach, which leads to harmony in interpersonal relations, really results in a cooperating teacher who follows rather than leads; often in this mode the student never really completes the objectives of the training experience, and frequently moves very slowly into the role of teacher.

Low consideration, low structure might characterize the teacher who has given up or quit. Having deserted the ship of teaching he/she cares little about the student teacher, the learning experience, and the goals. The master teacher assumes the position in name only, practicing total laissez-faire; directions or suggestions are merely transmitted in a perfunctory manner; criticism may occur but only in self-defense. The only value of contact with such a leader by the student teacher might be to become so turned off that a strong personal commitment is made never to become that way during his/her career.

The middle style (halfway) has resulted from a compromise between authoritarianism and the human relations fanatic. With the emphasis on order and tradition, experimentation frequently cannot exist. This status quo orientation can stifle the student teacher wishing to experiment with innovative strategies emphasizing student-centered teaching group processes, inquiry-discovery learning, educational simulations and learning games, and learning centers. Enough concern is shown and some information (direction) is given to convey a sense of participation. The consequences of this method result in only minimal setting and attainment of objectives by the student teacher; unfortunately, higher goals to which the student teacher may have aspired will never be attained.

While the above discussion emphasizes the democratic style of leadership as the most productive in the student teacher-cooperating teacher relationship it is not the only one that should be used. Flexibility requires adopting many modes.

Flexibility and Leadership

The cooperating teacher will need to adopt a variety of styles to match a variety of situations. That is, while high structure-high consideration will serve as the basic style, research studies have shown that effective leaders vary their behavior according to the situation. (6) At the initiation of the experience there will naturally be more direction (structure) by the cooperating teacher as school rules will need enumeration and explanation; however, there must be a quick move to a more shared direction to tap the abilities of the student teacher as well as initiate a positive interpersonal relationship. There will be times when directed guidance is vital or when an emergency requires authoritarian le 'ership. Likewise, in some situations laissez-faire leadership permits the student teacher to develop a unit or a lesson unilaterally or without restraint. (28)

The effective cooperating teacher needs to understand the situation and react accordingly. With high consideration-high structure as a base he/she can diagnose what change is needed or not needed and then react if necessary. (59) Utilizing consideration and structure flexibly, the experience can be productive for all involved parties.

STUDENT TEACHING AND STUDENT TEACHERS

It approaches blatant heresy for an educator, particularly a teacher educator, to raise the question, "Is student teaching valuable?" The overwhelming view expressed is: "The potential value of the student teaching experience is seldom questioned". (35) In fact, research essentially holds "student teaching is the single most important experience in teacher education" and in fact "even critics of teacher education seem to agree that student teaching should remain a very important part of the professional education of teachers". (38) Clearly student teachers regard their internship as extremely valuable.

However, some writers have had the courage to raise the question: "Does the experience produce better teachers?" The gamut of the meager criticism runs from the minority view of Charles Silberman: "Even student teaching [as is the rest of teacher education] is dismal" (63) to some researchers who have raised the question, "Student Teaching: Benefit or Burden?" The latter studies yielded results that

show higher level cognitive skills and positive humanistic attitudes many times do not develop among practice teachers. (46)

All parties to student teaching must realize that there is nothing intrinsically magical about the experience; in fact, some very tragic stories have resulted from poorly planned approaches or from the lack of serious commitment by those involved. Clearly, the student stands to profit the most and consequently must contribute the most. Fortunately, there has been consistent substantial improvement in all aspects of both preparation for the internship and for the actual field experience.

Pre-Preparation

Today's student enters the period of practice teaching far better prepared than his/her predecessors. The expansion of microteaching (minicourses), stimulated critical teaching problems, and pre-student teaching field experience has contributed to lessened anxiety and a more successful performance on the part of the student. (58) Microlessons (some are videotaped) develop confidence, ease in the classroom, and experience on the part of teacher education majors; and they serve to indicate to professors of education those students in need of special help and/or guidance. Simulations of problems alert pre-service teachers to potential awkward situations and provide some guidelines for them to follow (student-faculty relationships, school law). Opportunities for systematic observation and for working with children in school settings offer the college student an introduction to the profession that will aid him/her during student teaching.

In addition, schools of education have in recent years systematically planned and organized their programs for the preparation of teachers to better serve their clientele and to meet the standards of accrediting agencies and visiting evaluation teams.

While the above situations have contributed to lessened anxiety, it still remains. In one study a group of researchers identified the "problem of discipline" and "the question of whether the pupils would like the student as a teacher" as the two major sources of anxiety. (73) These may constitute a potential conflict as some students view the likeable teacher as incompatible with the instructor who conducts a well-disciplined class. A list of other concerns appears earlier in the book; of particular importance and one worthy of mention again is the cooperating teacher-student teacher relationship. Practice teachers must realize their

attitudes may differ significantly from those of their partner and act accordingly.

While there exists great diversity and form in student teaching and practice there are some guidelines for consideration prior to the experience. (54) The Massachusetts Teachers Association (MTA) and Student NEA/MTA offer the following document:

The student teacher shall:

- be consulted as to the placement and grade level of student teaching and should be involved in the final selection.
- be given the same preparation and planning time as the cooperating teacher.
- not be held responsible to anyone other than his cooperating teacher of record, building administrator, and college supervisor.
- not substitute during the student teaching session.
- only be required to carry on his predetermined duties when a substitute is hired to replace the cooperating teacher.
- be left in control of the class as often as all parties involved feel he can handle it.
- not handle any non-teaching duties that are not part of the regular cooperating teacher's duties, but shall perform those duties required of the cooperating teacher.
- be given the opportunity to discuss with the cooperating teacher and supervising teacher his final evaluation, and shall be allowed to affix comments to it.
- attend meetings that the cooperating teacher attends according to the building policy.
- have the experience of parent-teacher conferences, but should not be required to have parent conferences without the cooperating teacher present. (67)

Some additional guidelines provide useful suggestions (Student NEA Code of Ethics—amended at the 1976 Representative Assembly).

A. The pre-professional prepares himself/herself to uphold the National Education Association Code of Ethics and recognizes additional responsibilities pertaining to unique teaching situations. In fulfilling this obligation the student:

1. recognizes and respects the position of his/her supervising teacher and assumes only authority delegated to him/her.
2. knows and at all times utilizes the proper channels of authority through which to deal with specific areas of work.
3. maintains an active interest in and support of the policies and activities of his/her host school in order to be a constructive force for the growth and betterment of the pupils, the school and himself/herself.
4. respects any decision to strike made by the teachers of his/her host school during the student teaching experience by remaining outside the classroom for the duration of the strike.

B. The student as a member of a pre-professional organization is cognizant of the meaning of professionalism and at all times strives to conduct himself/herself in such a manner to demonstrate this. In fulfilling this obligation the student:

1. respects each individual's worth and opinion.
2. attempts to deal with problems rather than with personalities.
3. strives to become actively involved in all three levels of the Student National Education Association and attempts to relate the workings of the level to one another.
4. commits himself/herself to honesty and the search for factual information to substantiate viewpoints.
5. recognizes that remarks reflecting upon the character of another individual have no place in the functioning of the association.
6. realizes a personal responsibility to keep himself/herself prepared and informed on issues relevant to Student NEA.
7. knows and at all times works within the existing governance structure of the Student NEA to accomplish the goals of the united teaching profession. (69)

During the practice teaching period changes frequently occur in the self-image of the student teacher. This process begins with a self-examination prior to the experience—haircuts, beard trimming, a program to add weight and muscle or reduce weight, and purchase of a new wardrobe are common. Frequently a confidential conference with a teacher educator can provide suggestions for such changes. What has come to be called the "Johari window" can offer some insight to the intern as he/she engages in introspection.

	Known to Self	Not Known to Self
Known to Others	1. Open Areas of sharing and openness	2. Blind Area of blindness
Not Known to Others	3. Hidden Area of avoided information	4. Unknown Area of unconscious activity

Johari Model of Awareness in Interpersonal Relations

The theory of the above model holds that the basis for division in the quadrants is the awareness of behavior, feelings, and motivation. The student teacher can increase the area of Quadrant 1 by reducing blind spots and revealing hidden areas of concern. (44) This can be done with a professor of education on campus, the college supervisor, and, when the situation permits, the cooperating teacher. At least one college has experienced success using this in a peer setting with student teachers sharing concerns. (31) Self-analysis conducted in a healthy fashion, and at appropriate times with help from others can often prevent awkward situations.

Characteristics of Success

Those students who achieved success during their internships engaged in several activities and met several criteria. They encouraged and facilitated active involvement among their pupils, demonstrated a sensitivity to student needs, varied their teaching methodology, communicated well with pupils, and secured competence in their teaching field. (67) Additionally, effective interns showed skill in organizing classroom activities, a sincere interest in what they teach, a belief in the ability of children to learn, an attentiveness to student ideas and classroom comments, and attention to establishing classroom standards for student achievement and classroom decorum. (32)

Student teachers who helped young people think independently were found to be able to think on a high conceptual level and were more adept in generating alternative solutions to problems. (36)

Hopefully all student teachers will encourage creative thinking while engaging in innovative instructional strategies. The semester devoted to practice teaching should serve as a period of experimentation and not one

of emulating the cooperating teacher. Only in this manner can skills necessary for successful teaching develop and the student discover those techniques which mesh best with his/her personality.

No evidence exists that students prefer practice teachers of one sex over another. (75) However, one study observed students found females "more cheerful . . . more friendly, more interested in them and more democratic in their teaching procedures." (75) Another study found successful males high in conscientiousness, sense of duty, responsibility, and hard work in group undertakings. For women the researcher reported success correlated with assertiveness, dominance, aggressiveness, and independence. (44) Maintenance of behavior control may account for this result.

Potential Problems

Some studies exist on the unsuccessful student teacher. One study found "unsuccessful student teachers displayed deficiencies in communication ability and planning and organizational ability along with personality inadequacies that limited them in their relationship with other people". (40) Others reported weak practice teachers avoided routine, failed to assume positions of leadership and responsibility, and lacked endurance. (13)

Some general problems associated with ineffectiveness in interns are inability to use speech effectively as a teaching instrument (7), poor subject preparation, personality difficulties, lack of teaching skill, failure to accept the realities of the teacher's role in society, lack of interest in teaching, and dislike of routines. (41) Other studies yielded similar results but added the following characteristics: excessive sensitivity and anticipates trouble in situations where none exists; planning is inadequate, especially with slow children; poor motivation; immature attitude; not punctual; and sarcastic manner with pupils.

While most students will not experience the above difficulties, periodic review of potential problems by those involved in practical experiences will avoid any serious incidents.

Maintaining Productive Behavior

The concern about discipline has already been discussed. The student teachers found the most *frequent* disruptive behaviors were a *nuisance* or *harmless*. (23) These behaviors were: whispering in class, talking while

class is working, clicking pens, failure to follow directions, making noise in the hall, and similar activities. The more *serious* problems such as possession of guns, stealing from another student, pupils under the influence of narcotics, and arson, *seldom* occurred. (23)

Students tend to rank practice teachers as more friendly and less strict than their regular teachers (74) implying classroom discipline problems; this probably exists more as a perceived rather than a real problem. Only eleven percent of student teachers obtained a poor rating; fourteen percent were excellent; and seventy-five percent were fair or good. (71) The cooperating teacher in most cases has already set the atmosphere regarding behavior management. Generally, the intern initially fits into the existing style. Therefore, it is not too surprising to find in one study that a critical area of importance concerns the "degree to which the student teacher followed established classroom control procedures." (70)

While practice teachers must be vigilant in the area of classroom management, they must be just as vigilant not to become a victim of dogmatic and custodial behavior. The drift in the direction of less humanistic teaching behavior has concerned several educators who hypothesize that it is a reaction to conforming to the style of the cooperating teacher as well as undue concern for maintaining productive classroom behavior. (1, 27, 52) All partners in the student teacher experience must practice cautious concern to prevent the practice teacher becoming a victim of the "kids are bad" syndrome.

Evaluation

Evaluation of the student teacher by a letter grade generally serves as the procedure for most colleges. (17) Frequently included with the grade are descriptive statements and in some cases check sheets indicating performance in certain areas. The final decision for grade determination is generally reserved to the colleges; however, cooperating teachers do provide significant input. (25) Although students become quite apprehensive about the master teacher's input, research tells us that "student teachers' evaluations of their own student teaching performance is, in part, the same as their cooperating teachers' evaluations of that performance." (37) While there is usually no problem concerning evaluation, the final determination remains with the college because of potential personality and philosophical conflicts as well as for legal reasons.

Trends

The use of pass-fail and credit-no-credit grading procedures, self-evaluation, pupil evaluation of student teachers, and the use of behavioral objectives as criteria for successful performance are some noteworthy trends that exist in the evaluation of student teachers.

The use of a dichotomous grading system as well as pass/no-credit has resulted from an effort to de-emphasize grades, reduce student anxiety, and promote student-cooperating teacher rapport. (42, 20, 3) This emerging trend parallels the general movement in academics away from traditional evaluation. Studies conducted by geographically and academically diverse universities employing somewhat similar systems (Texas A & M University, University of Northern Iowa, Central Michigan University) caused these universities to decide to retain this method of evaluation. The studies were conducted through surveying student teachers, cooperating school district personnel, university personnel, and former student teachers. (53) Some school administrators and students expressed reservations over how to interpret a "P" in evaluating a prospective teacher. However, the descriptive comments and check sheets contributed to solving questions raised by the ambiguous "P" grade.

Some Student NEA affiliates have gone on record as favoring this evaluation approach. For example, Student Pennsylvania State Education Association passed a resolution relative to it in 1975:

> We recommend that teacher education departments revise their evaluation policies to permit student teachers to choose between a pass-fail or graded method of evaluation to be used in addition to a comprehensive written evaluation of the individual's performance. (60)

Hopefully where feasible, colleges will implement such a system if it does not presently exist.

The development of educational technology, specifically video tape recorders, has contributed to facilitating self-evaluation by educators. One of the characteristics of a professional is self-evaluation; this process should begin early in one's career, since encouraging the use of it by practice teachers is strongly suggested. Studies indicate that guided use of videotaping can contribute to the growth of the student teacher. Where

the facilities exist, this technique can serve as a valuable innovation. (4, 18)

Using carefully designed and administrated periodic student evaluations of the performance of the practice teacher can serve to improve the practicum experience for all parties. (74) Similarly, behavioral objectives provide guidelines for the intern as well as criteria for evaluation (30), and just as with pupil evaluations, these can serve to make student teaching successful. However, the objectives chosen, generated by the college with input from cooperating schools and students, must be somewhat limited in number for the cooperating teacher to measure their attainment. Unfortunately, some colleges in their enthusiasm to guide the student teacher's learning experience have provided hundreds of objectives to be attained, thus testing the endurance of cooperating and student teacher. Perhaps reducing these to generic objectives can facilitate their use and achievement.

SUMMARY

Articles, books, textbooks, college catalogs, student teaching handbooks, professional papers provide information as to the purpose of student teaching. The following list represents a synthesis of these goals:

1. Provides a basis for a personal decision to become or not to become a teacher.
2. Develops readiness for professional courses, professional experiences, professional growth, and full responsibility for teaching.
3. Develops mature professional purposes and attitudes.
4. Strengthens understanding by exposure to reality, which adds sensitivity to verbalized knowledge.
5. Provides an opportunity to acquire, use, and test information.
6. Develops professional understanding of concepts and theories from professional and related disciplines.
7. Develops skill in the use of professional techniques.
8. Develops insight and judgment in applying professional knowledge.
9. Provides a basis for evaluating professional, social, and personal growth.
10. Provides a feeling of significant personal worth—the satisfaction that comes from giving useful professional service. (2)

The entire student teaching experience has seen consistent improvement. All aspects of the learning situation now are characterized by systematic planning and preparation, selective placement, careful choice of cooperating personnel (and in some cases training (8)), provision by school districts for alternative experiences, and evaluation for continuous improvement.

With the reduction of some initial stress and anxiety provided by the above improvements, the practice teacher can look forward to establishing a cooperative partnership with the master teacher for the purpose of effective teaching. Seminars conducted at the school or at the university offer opportunities for discussion of problems and difficulties with peers and a professional educator. The college supervisor serves as a resource person mediating difficulties; providing instructional suggestions, and sometimes materials, conducting post-observation conferences as he/she guides the student toward achievement of the goals of practice teaching.

Naturally, improvements need implementation in some programs. For example, some student teachers have little knowledge or experience with library (instructional materials center) usuage (56) and school statutes (47); some cooperating teachers need to provide better orientation to the schools (11); minor difficulties such as these can easily be remedied.

The student teaching semester carries the potential of providing a significant and rewarding beginning to a successful career; the commitment of all parties will make this goal a reality.

DEFINITIONS

Cooperating School — The school in which the student teaching experience takes place. It is common for either the school district and/or the cooperating teacher to be rewarded for the placement. Most colleges grant the latter a financial subsidy, offer free graduate courses, or furnish scholarships to graduating high school seniors.

Cooperating Teacher — The teacher with whom the student teacher will work directly. Usually this person is chosen at the preference of the college although there seems some movement toward making this a negotiable item as part of the collective bargaining agreement. Some universities and school districts suggest that this person have a master's degree and three years experience. The cooperating teacher many times is also referred to as the master teacher.

Internship — Generally regarded as an advanced level of the practical experience performed as part of an undergraduate program. The intern may be a student teacher or more likely will be interning as librarian, counselor or as an administrator. In this work the author uses the term interchangeably with student teacher.

Practicum — A term, presently in vogue, used to describe practical field experiences, particularly at the graduate level. For example, those experiences for future counselors, reading specialists, principals, librarians, and others.

Pre-Student Teaching Field Experiences — A planned, graduated sequence of learning experiences for undergraduate education majors. These involve observation, tutoring, small group instruction, minilesson construction and presentation, demonstrations, and others as part of the requirements for professional education courses. These vary in variety and length with the college and the program.

Student Teaching — A planned program of educational experiences during which the student evolves from the role of observer to full participant, conducting classes, home room, and other duties. Presently, trends have seen the expansion of the time devoted to the student teaching period to the point where, at most colleges, the student is in the field for an entire semester (trimester)—approximately 14 weeks.

Student Teaching Director (Clinical Studies Director) — The college official who has the responsibility for other placement of students for student teaching and practicum experiences. In most of the larger programs this person also arranges for pre-student teaching experiences. He/she also coordinates the assignments of supervisors, cooperating teachers and the relationships between the college and school district.

Teacher Center — A relatively recent development where the university and the school district agree to mutually provide services to one another. The college provides student teachers, pre-student teachers, frequent in-service courses, and a financial grant (purchase of instructional materials) and the school provides the setting for the experiences and a commitment to direct the college students toward a successful experience.

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